

**PLACE LABEL HERE**

Applying Institution:

Reader:

<p><b>MISSOURI HIGH SCHOOL SCIENCE INITIATIVE EVALUATION CRITERIA 2005-2006</b></p>
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**I – COMMITMENT AND CAPACITY OF PARTNERSHIP**

**(24 points possible) \_\_\_\_\_**

**II – PROJECT GOALS, OBJECTIVES AND RESEARCHED-BASED  
PROFESSIONAL DEVELOPMENT**

**(47 points possible) \_\_\_\_\_**

**III – EVALUATION AND ACCOUNTABILITY PLAN**

**(22 points possible) \_\_\_\_\_**

**IV – INSTITUTIONAL CHANGE AND PROGRAM SUSTAINABILITY**

**(15 points possible) \_\_\_\_\_**

**V – BUDGET AND COST EFFECTIVENESS**

**(22 points possible) \_\_\_\_\_**

**TOTAL POINTS RECEIVED \_\_\_\_\_ /130**

## **I. COMMITMENT AND CAPACITY OF PARTNERSHIP - (24 points possible)**

**Does the program leadership team have the expertise to implement and sustain a grades 9-11 Physics academy?  
(0-4 points)**

**Choose only one**

Leadership team is composed of individuals that: <ul style="list-style-type: none"><li>• have strong content and pedagogical backgrounds in science education at the high school level;</li><li>• can demonstrate extensive evidence of successful management and sustainability of prior large scale projects; and</li><li>• can demonstrate evidence of successful national and state-wide networking efforts between high school level science teachers, higher education faculty, and scientists, engineers, and/or mathematicians in the field.</li></ul>	<b>(3-4 points)</b> _____
Leadership team is composed of individuals that: <ul style="list-style-type: none"><li>• have adequate content and pedagogical backgrounds in science education at the high school level;</li><li>• can demonstrate adequate evidence of successful management and sustainability of prior large scale projects; and</li><li>• can demonstrate evidence of successful regional networking with high school level science teachers, higher education faculty, and scientists, engineers, and/or mathematicians in the field.</li></ul>	<b>(1-2 points)</b> _____
Leadership team is composed of individuals that: <ul style="list-style-type: none"><li>• have limited content and pedagogical backgrounds in science education at the high school level;</li><li>• demonstrates insufficient evidence of successful management and sustainability of prior large scale projects; and</li><li>• demonstrates limited evidence of networking with high school level science teachers, higher education faculty, and scientists, engineers, and/or mathematicians in the field.</li></ul>	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Are science educators, mathematicians, scientists, and/or engineers, in and out of higher education institutions, playing major roles in the program? (0-4 points)**

**Choose only one**

Science educators, mathematicians, scientists, and/or engineers are clearly described as playing a major role in the design and implementation of the program.	<b>(4 points)</b> _____
Science educators, mathematicians, scientists, and/or engineers are described as playing a limited role in the design and implementation of the program.	<b>(2 points)</b> _____
Science educators, mathematicians, scientists, and/or engineers are not described as having a role in the design and implementation of the program.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Are the roles of all partners identified? (0-4 points)**

**Choose only one**

All eligible partners and additional identified partners are included in the proposal and the role each plays in the design and implementation of the program is clearly described. On-going involvement of all eligible and additional identified partners in these roles is expected for the life of the grant project.	<b>(3-4 points)</b> _____
All eligible partners are included in the proposal and the role each plays in the design and implementation of the program is adequately described.	<b>(1-2 points)</b> _____
All eligible partners are included in the proposal and the role each plays in the design and implementation of the program is unclear.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Does the management plan engage all partners in meaningful ways including charter and nonpublic schools?  
(0-3 points)**

**Choose only one**

The management plan demonstrates extensive involvement of all partners including local charter and nonpublic schools.	<b>(3 points)</b> _____
The management plan demonstrates sufficient involvement of all partners including local charter and nonpublic schools.	<b>(1-2 points)</b> _____
The management plan demonstrates limited involvement of all partners including local charter and nonpublic schools.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Is there evidence that 9-11 physics/physical science teachers from participating schools will provide input into all stages of program development? (0-3 points)**

**Choose only one**

Evidence exists that extensively delineates procedures to utilize 9-11 physics/physical science teachers' input through evaluations, group planning, and other input instruments. On-going involvement of all eligible and additional identified partners in these roles is expected for the life of the grant project.	<b>(3 points)</b> _____
Evidence exists that partially delineates procedures to utilize 9-11 physics/physical science teachers' input through evaluations, group planning, and other input instruments.	<b>(1-2 points)</b> _____
Evidence exists that minimally delineates procedures to utilize 9-11 physics/physical science teachers' input through evaluations, group planning, and other input instruments.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Is there evidence that partners share goals, responsibilities, and accountability for the proposed work? (0-3 points)**

**Choose only one**

Substantial evidence exists that partners share common goals, share responsibilities, focus on similar outcomes, and each is accountable for successful implementation of the work.	<b>(3 points)</b> _____
Adequate evidence exists that partners share common goals, share responsibilities, focus on similar outcomes, and each is accountable for successful implementation of the work.	<b>(1-2 points)</b> _____
Limited evidence exists that partners share common goals, share responsibilities, focus on similar outcomes, and each is accountable for successful implementation of the work.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Does the governance structure describe communication, decision-making and fiscal responsibilities among partners?  
(0-3 points)**

**Choose only one**

An effective governance structure has been developed that clearly describes methods of communication, the decision-making process, and fiscal responsibilities of each partner, including the high needs school district(s), the Department of Elementary and Secondary Education, institutions of higher education, and others as appropriate to the grant.	<b>(3 points)</b> _____
An adequate governance structure has been developed that partially describes methods of communication, the decision-making process, and fiscal responsibilities of each partner.	<b>(1-2 points)</b> _____
An inadequate governance structure has been developed with unclear methods of communication, the decision-making process, and fiscal responsibilities of each partner.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**



## II. PROJECT GOALS, OBJECTIVES AND RESEARCHED-BASED PROFESSIONAL DEVELOPMENT - (47 points possible)

**Do the goals focus on improved science achievement in grades 9-11 and address training of highly qualified physics teachers? (0-5 points)**

**Choose only one**

Program goals are explicitly described as focusing on both: <ul style="list-style-type: none"><li>• improved science achievement related to the standards and expectations in science for grades 9-11, and</li><li>• training designed to develop teachers as highly qualified physics science teachers with emphasis on increasing knowledge and skill in both content and pedagogy.</li></ul>	<b>(4-5 points)</b> _____
Program goals are generally described as focusing on both: <ul style="list-style-type: none"><li>• improved science achievement related to the standards and expectations in science for grades 9-11, and</li><li>• training designed to develop teachers as highly qualified physics science teachers.</li></ul>	<b>(2-3 points)</b> _____
The description of program goals is unclear and/or insufficiently focused on both: <ul style="list-style-type: none"><li>• improved science achievement related to the standards and expectations in science for grades 9-11, and</li><li>• training of teachers related to the qualifications of highly qualified physics teachers.</li></ul>	<b>(0-1 points)</b> _____

**Comments and/or Suggestions:**

**Are goals and objectives well defined, measurable, and tractable? (0-4 points)**

**Choose only one**

All goals/objectives are well defined, stated in measurable terms, and easily tractable.	<b>(3-4 points)</b> _____
Goals/objectives are generally well defined, stated in measurable terms, and tractable.	<b>(1-2 points)</b> _____
Goals/objectives are ill-defined, not stated in measurable terms, and/or may not be tractable.	<b>( 0 points)</b> _____

**Comments and/or Suggestions:**

**Are goals and objectives aligned to state expectations and standards? (0-4 points)**

**Choose only one**

All goals/objectives are clearly and directly aligned to specific state science content and process expectations and standards.	<b>(3-4 points)</b> _____
All goals/objectives are generally aligned to state science content and process expectations and standards.	<b>(1-2 points)</b> _____
All goals/objectives are insufficiently aligned to state science content and process expectations and standards.	<b>( 0 points)</b> _____

**Comments and/or Suggestions:**

**Do proposed strategies and activities address the established goals? (0-4 points)**

**Choose only one**

Brief but explicit descriptions of all proposed strategies and activities are provided that present the reader with a clear understanding of how the strategies and activities are directly aligned with and serve to meet all goals of the project.	<b>(3-4 points)</b> _____
Brief descriptions of all proposed strategies and activities are provided that present the reader with a general understanding of how the strategies and activities are aligned with and serve to meet all goals of the project.	<b>(1-2 points)</b> _____
Descriptions of proposed strategies and activities may be omitted or are provided but fail to present the reader with a clear understanding of how strategies and activities are directly aligned with and serve to meet the goals of the project.	<b>( 0 points)</b> _____

**Comments and/or Suggestions:**

**Do proposed strategies and activities provide opportunities to model real world applications? (0-5 points)**

**Choose only one**

Descriptions of proposed rigorous science curricular strategies and activities indicate that they are purposely designed to provide explicit opportunities for all students to model real world applications of content and process skills and clearly describe how those applications can be made.	<b>(4-5 points)</b> _____
Proposed science curricular strategies and activities are generally designed to provide opportunities for students to model real world applications of content and process skills and describe how those applications can be made.	<b>(2-3 points)</b> _____
Proposed science curricular strategies and activities provide little or no opportunity for students to model real world applications of content and process skills and/or generally describe how those applications can be made.	<b>(0-1 points)</b> _____

**Comments and/or Suggestions:**

**Is it clear how and when the partnership will carry out the activities? (0-3 points)**

**Choose only one**

The described plan for the implementation of all partnership activities clearly articulates how and when those activities will be carried out and identifies which members of the partnership will be involved.	<b>(3 points)</b> _____
The plan for the implementation of all partnership activities generally describes how and when those activities will be carried out and identifies which members of the partnership will be involved.	<b>(1-2 points)</b> _____
A plan for the implementation of all partnership activities is unclear as to how and/or when those activities will be carried out and which members of the partnership are to be involved.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Are meaningful follow-up activities planned for participants? (0-5 points)**

**Choose only one**

Description of the activities designed as follow-up to academy activities are clear, complete, and detailed. All follow-up activities focus on meeting the identified needs of teachers so that increases in teacher knowledge of content, process skills, and pedagogy and gains in student achievement can be realized.	<b>(4-5 points)</b> _____
Description of the activities designed as follow-up to academy activities are clear and adequate information is provided.  Most follow-up activities focus on meeting the needs of teachers so that increases in teacher knowledge of content, process skills, and pedagogy and gains in student achievement can be realized	<b>(2-3 points)</b> _____
Description of the activities designed as follow-up to academy activities are vague, incomplete, and/or lack detail.  Follow-up activities minimally address the needs of teachers.	<b>(0-1 points)</b> _____

**Comments and/or Suggestions:**

## Are planned activities supported by research on effective professional development practices? (0-5 points)

Choose only one

<p>All planned activities are supported by research on effective professional development practices. <u>Clear and complete</u> descriptions indicate that professional development:</p> <ul style="list-style-type: none"> <li>• is sustained and on-going;</li> <li>• requires collaborative/co-teaching efforts between all partners through mentoring and coaching activities;</li> <li>• encourages reflection on academy and classroom activities through co-generative dialoguing between all partners; and</li> <li>• is designed to build capacity by creating 9-11 teacher leaders that are both excited and well equipped to provide professional development to fellow science teachers at the local and regional levels.</li> </ul>	<p><b>(4-5 points)</b> _____</p>
<p>Planned activities are supported by research on effective professional development practices. Descriptions <u>generally</u> indicate that professional development:</p> <ul style="list-style-type: none"> <li>• is on-going;</li> <li>• requires collaborative/co-teaching efforts between all partners through mentoring and coaching activities;</li> <li>• encourages reflection on academy and classroom activities through co-generative dialoguing between all partners; and</li> <li>• is designed to build capacity by creating 9-11 teacher leaders that are equipped to provide professional development to fellow science teachers at the local and regional levels.</li> </ul>	<p><b>(2-3 points)</b> _____</p>
<p>Planned activities are supported by research on effective professional development practices. Descriptions <u>do not</u> indicate that professional development:</p> <ul style="list-style-type: none"> <li>• is on-going;</li> <li>• requires collaborative/co-teaching efforts between all partners;</li> <li>• encourages reflection on academy and classroom activities; and</li> <li>• is designed to build capacity by creating 9-11 teacher leaders equipped to provide professional development to fellow science teachers at the local and regional levels.</li> </ul>	<p><b>(0-1 points)</b> _____</p>

Comments and/or Suggestions:



## Are the mentor/coach criteria for selection, role and responsibilities well articulated? (0-5 points)

### Choose only one

<p>Description of the criteria for selection, role and responsibilities of mentor/coaches is clear, complete, and detailed. Criteria focus on demonstration of content and pedagogical expertise, and ability to act as a teacher/leader for the grant project and a mentor/coach in support of participant growth.</p> <p>The role and responsibilities of the mentor/coach are clearly articulated as they relate to the planning of, preparation for, and implementation of all components of the grant project, including summer academy, regular mentor/coach activities throughout the school year, and proposed follow-up activities to the academy.</p> <p>Expectations for commitment to the project for all funding years are clearly articulated.</p>	<p><b>(4-5 points)</b> _____</p>
<p>Description of the criteria for selection, role and responsibilities of mentor/coaches is clear and adequate. Criteria focus on demonstration of content and pedagogical expertise, and ability to act as a teacher/leader for the grant project and a mentor/coach in support of participant growth.</p> <p>The role and responsibilities of the mentor/coach are adequately described as they relate to the planning of, preparation for, and implementation of all components of the grant project, including summer academy, regular mentor/coach activities throughout the school year, and proposed follow-up activities to the academy.</p> <p>Expectations for commitment to the project for all funding years are noted.</p>	<p><b>(2-3 points)</b> _____</p>
<p>Description of the criteria for selection, role and responsibilities of mentor/coaches is vague, incomplete, and/or lacks detail. Criteria may include, but not require, demonstration of content and pedagogical expertise, and ability to act as a teacher/leader for the grant project and a mentor/coach in support of participant growth.</p> <p>Description of the role and responsibilities of the mentor/coach are vague, incomplete, and/or lacks detail as they relate to the planning of, preparation for, and implementation of all components of the grant project.</p> <p>Plans for commitment to the project for all funding years are not evident.</p>	<p><b>(0-1 points)</b> _____</p>

### Comments and/or Suggestions:

## Are the planned professional development activities content focused? (0-7 points)

### Choose only one

<p>All planned professional development activities, including academy and follow-up, are <u>explicitly</u> described as focusing on:</p> <ul style="list-style-type: none"> <li>• increasing the subject matter (content and process) knowledge of science teachers;</li> <li>• enhancing the ability of the teacher to understand and use the challenging Missouri Science Expectations and to develop and/or select appropriate content;</li> <li>• training science teachers to use appropriate curricular practices that are inquiry and concept-based; and</li> <li>• improving and expanding training of science teachers, including teaching skills necessary for the effective integration of technology into the curricula and instruction.</li> </ul>	<p><b>(6-7 points)</b> _____</p>
<p>All planned professional development activities, including academy and follow-up, are <u>generally</u> described as focusing on:</p> <ul style="list-style-type: none"> <li>• increasing the subject matter (content and process) knowledge of science teachers;</li> <li>• enhancing the ability of the teacher to understand and use the challenging Missouri Science Expectations and to develop and/or select appropriate content;</li> <li>• training science teachers to use appropriate curricular practices that are inquiry and concept-based; and</li> <li>• improving and expanding training of science teachers, including teaching skills necessary for the effective integration of technology into the curricula and instruction.</li> </ul>	<p><b>(4-5 points)</b> _____</p>
<p>All planned professional development activities, including academy and follow-up, are <u>insufficiently</u> described as focusing on:</p> <ul style="list-style-type: none"> <li>• increasing the subject matter (content and process) knowledge of science teachers;</li> <li>• enhancing the ability of the teacher to understand and use the challenging Missouri Science Expectations and to develop and/or select appropriate content;</li> <li>• training science teachers to use appropriate curricular practices that are inquiry and concept-based; and</li> <li>• improving and expanding training of science teachers, including teaching skills necessary for the effective integration of technology into the curricula and instruction.</li> </ul>	<p><b>(2-3 points)</b> _____</p>

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**Are the planned professional development activities content focused? (continued)**

**Choose only one**

All planned professional development activities, including academy and follow-up, do not focus on:

- increasing the subject matter (content and process) knowledge of science teachers;
- enhancing the ability of the teacher to understand and use the challenging Missouri Science Expectations and to develop and/or select appropriate content;
- training science teachers to use appropriate curricular practices that are inquiry and concept-based; and
- improving and expanding training of science teachers, including teaching skills necessary for the effective integration of technology into the curricula and instruction.

**(0-1 points)** \_\_\_\_\_

**Comments and/or Suggestions:**

### III. Evaluation and Accountability Plan - (22 points possible)

**Does the evaluation plan support DESE priorities and the established goals and objectives? (0-5 points)**

**Choose only one**

Established goals and objectives are rigorously evaluated with appropriate quantitative and qualitative pre/post assessment instruments and procedures for data analysis.  Measurable outcomes include, but are not limited to, <ul style="list-style-type: none"><li>• Progress toward meeting the measurable goals and objectives established in response to reduce the number of teachers who do not meet the definition of highly qualified teacher;</li><li>• Number of science teachers who participate in content-based professional development,</li><li>• Student academic achievement, and</li><li>• Pre/post assessment information on teacher content expertise.</li></ul> (Preference will be given to proposals utilizing external evaluation methods, randomized field trials and/or quasi-experimental evaluation methodology.)	<b>(5 points)</b> _____
Established goals and objectives are adequately evaluated with appropriate assessment instruments and procedures for data analysis.	<b>(3-4 points)</b> _____
Some goals and objectives are evaluated with assessment instruments and procedures for data analysis.	<b>(1-2 points)</b> _____
Goals and objectives are minimally addressed in the evaluation.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Does the evaluation plan include personnel with the expertise to implement the evaluation design and clearly define their roles? (0-4 points)**

**Choose only one**

Personnel have expertise and documented historical evidence of evaluating professional development programs.  (Preference will be given to proposals utilizing external evaluation methods, randomized field trials and/or quasi-experimental evaluation methodology.)	<b>(4 points)</b> _____
Personnel have expertise and some evidence of evaluating professional development programs.	<b>(2-3 points)</b> _____
Personnel have limited expertise and experience in evaluating professional development programs.	<b>(1 point)</b> _____
Personnel appear to lack the expertise to evaluate this program.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Are important outcomes such as teacher content expertise, impact on student achievement and highly qualified teachers identified and assessed? (0-5 points)**

**Choose only one**

Important outcomes that impact teacher quality, including content expertise, and student achievement are fully identified and thoroughly assessed.	<b>(5 points)</b> _____
Important outcomes that impact teacher quality, including content expertise, and student achievement are identified and assessed.	<b>(3-4 points)</b> _____
Important outcomes that impact teacher quality, including content expertise, and student achievement are indirectly identified and assessed.	<b>(1-2 points)</b> _____
Important outcomes that impact teacher quality, including content expertise, and student achievement are not addressed.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Are procedures for measuring identified outcomes clearly identified? (0-4 points)**

**Choose only one**

<p>A comprehensive plan for measuring identified outcomes, utilizing valid and reliable quantitative and qualitative data collection instruments and methodologies, is clearly and completely described.</p> <p>Measurable outcomes include, but are not limited to,</p> <ul style="list-style-type: none"><li>• Progress toward meeting the measurable goals and objectives established in response to reduce the number of teachers who do not meet the definition of highly qualified teacher;</li><li>• Number of science teachers who participate in content-based professional development,</li><li>• Student academic achievement, and</li><li>• Pre/post assessment information on teacher content expertise.</li></ul> <p>(Preference will be given to proposals utilizing external evaluation methods, randomized field trials and/or quasi-experimental evaluation methodology.)</p>	<p><b>(4 points)</b> _____</p>
<p>An evaluation plan, utilizing valid and reliable quantitative and qualitative data collection and analysis instruments and methodologies, is identified but lacks clarity.</p>	<p><b>(2-3 points)</b> _____</p>
<p>Evaluation procedures are minimally addressed or very vague. The plan fails to include and describe both quantitative and qualitative instruments and methodologies.</p>	<p><b>(1 point)</b> _____</p>
<p>Evaluation procedures are not addressed.</p>	<p><b>(0 points)</b> _____</p>

**Comments and/or Suggestions:**

**Will the evaluation contribute to continuous improvement? (0-4 points)**

**Choose only one**

The evaluation drives schools to continuously look for ways to improve. A clear and complete plan for regular analysis of data and communication of progress toward achievement of goals and objectives is described that involves and informs all partners. This description includes plans for sharing information with those outside the project who may also profit from the findings.	<b>(4 points)</b> _____
The evaluation causes schools to periodically address improvement. An adequate plan for analysis and reporting of data and progress toward achievement of goals and objectives is described that involves and informs all partners.	<b>(2-3 points)</b> _____
The evaluation minimally promotes continuous improvement. A vague or unclear plan for analysis and reporting of data and progress toward achievement of goals and objectives is described.	<b>(1 point)</b> _____
The evaluation does not address continuous improvement. A plan for reporting of data and progress toward achievement of goals and objectives is not evident.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**



#### IV. Institutional Change and Program Sustainability - (15 points possible)

**Is there a clear plan for program continuation after the life of the grant? (0-5 points)**

**Choose only one**

<p>There is strong evidence that the partnership has the ability to maintain the targeted activities during and beyond the length of the project. A brief description clearly explains how the partnership will continue the activities funded under the grant proposal after the original grant period has expired. This plan for program continuation after the life of the grant <u>explicitly</u>:</p> <ul style="list-style-type: none"><li>• indicates that all members of the partnership will maintain the targeted activities beyond the length of the project;</li><li>• describes how the partnership will continue the activities funded under the proposal after the original grant has expired, especially the regional academies and collaborative mentor/coaching experiences;</li><li>• describes how all partnership members will actively participate in future professional development for teachers not involved in the original grant program throughout district, regional and state-wide science teaching/learning communities; and</li><li>• describes on-going professional development opportunities to be provided for present project participants after the original grant has expired.</li></ul>	<p><b>(4-5 points)</b> _____</p>
<p>There is sufficient evidence that the partnership has the ability to maintain the targeted activities during and beyond the length of the project. A brief description adequately explains how the partnership will continue the activities funded under the grant proposal after the original grant period has expired. A plan for program continuation after the life of the grant is <u>generally</u> provided that:</p> <ul style="list-style-type: none"><li>• indicates that all members of the partnership will maintain the targeted activities beyond the length of the project;</li><li>• describes how the partnership will continue the activities funded under the proposal after the original grant has expired;</li><li>• describes how all program participants will actively participate in future professional development for teachers not involved in the grant program throughout district, regional and state-wide teaching/learning communities; and</li><li>• describes on-going professional development opportunities to be provided for present project participants after the original grant has expired.</li></ul>	<p><b>(2-3 points)</b> _____</p>

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**Is there a clear plan for program continuation after the life of the grant? (continued)**

There is some evidence that the partnership has the ability to maintain the targeted activities during and beyond the length of the project. A brief description does not adequately explain how the partnership will continue the activities funded under the grant proposal after the original grant period has expired. A plan for program continuation after the life of the grant is provided that is incomplete or fails to:

- indicate that all members of the partnership can maintain the targeted activities beyond the length of the project;
- describe how the partnership will continue the activities funded under the proposal after the original grant has expired;
- describe all program participants will actively participate in future professional development for teachers not involved in the grant program throughout district, regional and state-wide teaching/learning communities; and
- describe on-going professional development opportunities to be provided for present project participants after the original grant has expired.

**(0-1 points)** \_\_\_\_\_

**Comments and/or Suggestions:**

**Are obstacles to future funding addressed? (0-3 points)**

**Choose only one**

Probable obstacles to future funding necessary for the sustainability of program activities after the original grant period has expired are anticipated and well-defined. A detailed plan for maintaining present resources and obtaining additional monetary and non-monetary resources is provided. Explicit evidence of resource allocation within the core partner organizations necessary for sustainability is provided.	<b>(3 points)</b> _____
Some obstacles to future funding are identified and a detailed plan for obtaining monetary and non-monetary resources needed to sustain the program is provided. Evidence of resource allocation within the core partner organizations necessary for sustainability is generally provided.	<b>(1-2 points)</b> _____
Few or no obstacles to future funding are identified and/or a plan for addressing anticipated obstacles is inadequate. Evidence of resource allocation with core partner organizations is lacking.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Are ways to secure additional funding identified? (0-3 points)**

**Choose only one**

A complete and detailed plan for securing additional funding needed for program sustainability and to support institutional change is provided that explicitly identifies all partners responsible for securing such funding, a comprehensive list of sources for additional funding, and the methods to be used in the process of obtaining those funds.	<b>(3 points)</b> _____
A plan for securing additional funding needed for program sustainability and to support institutional change is provided that generally identifies the partners responsible for securing such funds, some sources of additional funding, and the methods to be used in the process of obtaining those funds.	<b>(1-2 points)</b> _____
The plan for securing additional funding needed for program sustainability and to support institutional change is lacking or inadequately identifies sources of additional funding, the partners responsible for securing such funds, and/or the methods to be used in the process of obtaining those funds.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Do partners provide evidence that the program will lead to institutional change and that changes will be sustainable?  
(0-4 points)**

**Choose only one**

<p>Partners have provided <u>abundant</u> evidence <u>with specifics</u> explaining that:</p> <ul style="list-style-type: none"> <li>the program will lead to positive changes in their institutions, especially gains in the subject matter knowledge and teaching skills of 9-11 science teachers and their students' achievement;</li> <li>the capacity for science education leadership will be increased within the grades 9-11 physics/physical science teaching community and continued growth will be monitored;</li> <li>each partner will develop institutional policies to support and sustain the new roles and responsibilities of all partnership members during the program and beyond;</li> <li>plans are detailed for monitoring the on-going impact of the program on teacher efficacy and student achievement.</li> </ul>	<p><b>(3-4 points)</b> _____</p>
<p>Partners have provided <u>sufficient</u> evidence with <u>some specifics</u> explaining that:</p> <ul style="list-style-type: none"> <li>the program will lead to positive changes in their institutions, especially gains in the subject matter knowledge and teaching skills of 9-11 science teachers and their students' achievement;</li> <li>the capacity for science education leadership will be increased within the grades 9-11 physics/physical science teaching community and continued growth will be monitored;</li> <li>partners will develop institutional policies to support and sustain the new roles and responsibilities of partnership members during the program and beyond;</li> <li>plans are detailed for monitoring the on-going impact of the program on teacher efficacy and student achievement.</li> </ul>	<p><b>(1-2 points)</b> _____</p>
<p>Partners have provided <u>some</u> evidence, although it may be <u>weak</u>, explaining that:</p> <ul style="list-style-type: none"> <li>the program will lead to positive changes in their institutions, especially gains in the subject matter knowledge and teaching skills of 9-11 science teachers and their students' achievement;</li> <li>the capacity for science education leadership will be increased within the grades 9-11 physics/physical science teaching community and continued growth will be monitored;</li> <li>partners will develop institutional policies to support and sustain the new roles and responsibilities of partnership members during the program and beyond;</li> <li>plans are detailed for monitoring the on-going impact of the program on teacher efficacy and student achievement.</li> </ul>	<p><b>( 0 points)</b> _____</p>

**Comments and/or Suggestions:**

## V. Budget and Cost Effectiveness (22 points possible)

Is there a budget narrative that clearly delineates cost and details concerning reasonable expenditures? (0-3 points)

Choose only one

The narrative clearly delineates cost and details concerning reasonable expenditures.	(3 points) _____
The narrative, with a few exceptions, delineates cost and details concerning reasonable expenditures.	(2 points) _____
The narrative partially delineates cost and details concerning reasonable expenditures.	(1 point) _____
The narrative does not delineate cost and details concerning reasonable expenditures.	(0 points) _____

Comments and/or Suggestions:

**Do budgeted items directly relate to established goals and objectives? (0-4 points)**

**Choose only one**

Budgeted items directly relate to established goals and objectives.	<b>(4 points)</b> _____
Budgeted items, to a considerable degree, relate to established goals and objectives.	<b>(2-3 points)</b> _____
Budgeted items partially relate to established goals and objectives.	<b>(1 point)</b> _____
Budgeted items do not relate to established goals and objectives.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Does the budget reflect the involvement of each partner? (0-3 points)**

**Choose only one**

The budget demonstrates that each partner plays a significant role in the project.	<b>(3 points)</b> _____
The budget demonstrates that each partner plays a role in the project.	<b>(2 points)</b> _____
The budget demonstrates that some partners play a limited role in the project.	<b>(1 point)</b> _____
The budget demonstrates that some partners are excluded in playing a role in the project.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**



**Is the requested budget appropriate to achieve the proposed outcomes with regard to the number of 9-11 teachers and students impacted by the proposed activities? (0-3 points)**

**Choose only one**

The proposed budget convincingly addresses and is appropriate to support the number of 9-11 teachers and students impacted by proposed activities.	<b>(3 points )</b> _____
The proposed budget adequately accommodates the number of 9-11 teachers and students impacted by proposed activities.	<b>(2 points)</b> _____
The proposed budget partially addresses the number of 9-11 teachers and students impacted by proposed activities.	<b>(1 point)</b> _____
The proposed budget is not appropriate to support the number of 9-11 teachers and students impacted by proposed activities.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**If the funding is requested to support the purchase of technological tools, are these essential to reach the proposed outcomes? (An effective proposal in science will utilize some forms of technology.) (0-3 points)**

**Choose only one**

The requested technological tools are essential to reach the proposed outcomes.	<b>(3 points)</b> _____
The requested technological tools will impact the proposed outcomes.	<b>(2 points)</b> _____
The requested technological tools will somewhat impact proposed outcomes.	<b>(1 point)</b> _____
The requested technological tools will have little impact on the proposed outcomes.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**

**Does the budget reflect that a major portion of the funds will be directed to support and encourage teacher participation? (0-6 points)**

**Choose only one**

A major portion of the funding in the proposed budget is focused on supporting and encouraging teacher participation.	<b>(6 points)</b> _____
Funding in the proposed budget targeted towards supporting and encouraging teacher participation is sufficient.	<b>(4-5 points)</b> _____
Funding in the proposed budget targeted towards supporting and encouraging teacher participation is marginal.	<b>(2-3 points)</b> _____
Funding in the proposed budget targeted towards supporting and encouraging teacher participation is minor.	<b>(1 point)</b> _____
Funding in the proposed budget targeted towards supporting and encouraging teacher participation does not exist.	<b>(0 points)</b> _____

**Comments and/or Suggestions:**